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ABSTRACT

This paper considers the "why" and "how" of library research as it relates to instruction in a foreign language class. The search for cultural information is viewed as a human and a technical problem. The paper includes steps for guiding student research, discussion of different inquiry contexts, and techniques for literature search. The most important section (VI) is an annotated list of general and cultural reference sources. In effect, this is an intensive examination of reference-room holdings from the point of view of a culturally oriented foreign language teacher or student. Bibliographies, indexes, encyclopedias, handbooks, yearbooks, and directories are studied for their cultural yield. Both historical and anthropological types of cultural information emerge. Most reference sources are accompanied by notes of particular interest to a foreign culture researcher. Key words and cross-reference headings are highlighted. Press and periodical directories, as well as the use of government documents, are vital topics. Appendix A reports an interview with a reference librarian; Appendix B offers pedagogical suggestions for exploiting travel books; Appendix C is a starter list of cultural sources by language area. (Author)

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HOW TO DO LIBRARY RESEARCH ON A FOREIGN CULTURE

by

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FL007470

"The human understanding more easily invents new things than new words."

A. de Tocqueville, Democracy in America

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How To Do Library Research on a Foreign Culture

I. "So who needs library research anyway?"

A. STUDENTS --
- do frequent oral reports for language and civilization classes
- often write papers in advanced language and civilization classes.
- occasionally do theses or dissertations which relate, at least in part, to a cultural sociological or historical concepts.
- become very motivated to learn more about a foreign country prior to a trip abroad.
- would probably do more independent (cultural) research if they were better equipped to find the kind of information needed.
- should research a subject in preparation for guest lectures.

B. TEACHERS --
- should keep informed of changes in the foreign culture. News media - American and foreign - can provide considerable help. NEW CATALOGUE HEADINGS MEAN NEW CONCEPTS IN THE FIELD.
- can teach critical thinking skills with the help of documentary cultural materials.
- can shift more responsibility for learning to students themselves if the latter have the appropriate research tools.

II. Sources Used in the Preparation of This Guide

Richard D. Altick. The Art of Literary Research. Revised Edition. New York: W. W. Norton & Co., Inc., 1975.

Frances Neel Cheney. Fundamental Reference Sources. Chicago: American Library Association, 1971.

Robert B. Downs and Clara D. Keller. How to Do Library Research. Second Edition. Urbana, Ill.: U. of Illinois Press, 1975.

Kathleen Dugdale. A Manual on Writing Research. Second Edition. Bloomington, Ind.: Indiana U. Publications in Education, 1967.

Saul M. Katz. Library Research in Economic and Social Development. University of Pittsburgh: GSPIA Library, 1969.

William A. Katz. Introduction to Reference Work: Vol. 1, Basic Information Sources. Second Edition. New York: McGraw Hill, 1974.

Alden Todd. Finding Facts Fast. New York: William Morrow & Co., Inc., 1972.

Carl M. White and associates. Sources of Information in the Social Sciences. Chicago: American Library Assn., 1973.

Sally Wynbook. Subject Guide to Government Reference Books. Littleton, Col.: Libraries Unlimited, Inc. 1972.

III. Common Sense (from Todd, page 1)

- "Don't think you can remember everything; take notes on new information and put them where you can find them later.

- "Be specific rather than general in inquiries and note-taking, or you may find that you must do the job over again.

- "Never hesitate to ask for information; the person who knows is usually glad to tell you, and he respects you for wanting to learn.

- "Cultivate persistence in research; the most common failure is to give up too soon.

- "Above all, enjoy the adventure of searching in order to find out; achieving knowledge is among the deepest of civilized pleasures."

IV. Where and How To Start (addressed mainly to students)

A. Human Resources

1. You need a research plan. THE TEACHER can help
   a. delimit and define your topic.
   b. direct your to fields where there is adequate accessible information.
   c. select a timely problem within a general field. Ex.: "To what extent are fads among German youth in the past 15 years American in origin?" (Note: you should obviously research something that interests you.)
2. Planning tips
   a. Skim several books on the general topic to get a "feel" for the material. As you sense points that you would like to cover, record them.
   b. Determine the kind of data needed and its availability in your local area.
   c. Write a preliminary outline covering the standard divisions - introduction, body, conclusion.
   d. Word your topical HEADINGS so they are meaningful but remember - this is a preliminary outline.
3. Write a proposal which includes, at a minimum, a statement of intention (or interest), the problem, data needed, and a short bibliography, i. e. the books that helped you decide on the topic.

4. See the head librarian after you have defined the problem. Ask him:
    a. where you will most likely find the most up-to-date summary of information on your topic (This is really a check on your own preliminary planning).
    b. what catalogue headings he thinks are most closely related to your topic.
    c. what general and special indexes are likely to be productive.
    d. whether there are other local libraries that might help in the search.
    e. what organizations (if applicable) are like to have information on the topic (then use the Encyclopedia of Associations to get addresses).
5. (If in a university setting) Consult the bookstore manager to learn
    a. the store's policy on ordering foreign books.
    b. the chances of finding paperback materials on your topic (use the Subject Guide to Books in Print and Paperback Books in Print).

B. A Few Notes on Note-Taking
1. Use abbreviations that you will remember but don't be cryptic.
2. Organize notes according to USE, not source (but copy the complete source information). Todd recommends putting notes of a single topic on one sheet of paper.
3. Bibliographical notes. Be complete! (Altick recommends 3x5 cards for such notes and 5x8 cards for content notes.)
4. Besides summarizing, record any original thoughts that crystallize during the reading. (Dugdale recommends putting them in brackets). Note especially ideas concerning the development of your study.

V. Steps in Guiding Student Research (addressed mainly to teachers)

A. Formulation of the Problem
1. The most important note here is that as the study progresses there emerges a better understanding of the problem, so BE PREPARED FOR REFORMULATIONS of the problem.
2. Minimum elements are:
    a. a definition of the problem
    b. statement of questions
    c. identification of KEY WORDS
3. Importance of questions - the breadth of the field of cultural studies, the multiplicity of disciplines involved, emphasize the need to be quite clear on what answers are being sought.
4. KEY WORDS - The problem and questions can be translated into a preliminary study outline of headings and sub-headings. These are also key words that may be used to locate relevant information.

B. Context of the Inquiry

1. Topical - The teacher will have to direct the student to one of the subordinate categories of culture. Where will he (she) find this information?
   a. Hermeneutics - the well of knowledge derived from personal experience, especially academic experience. The answers to many questions are within.
   b. Familiarity with indexes. Librarians use them to find the answers to most reference questions. Main problem: headings are expressed differently from index to index. Also, many journals are not indexed.
2. Your first decision concerns whether to look first under a topical heading (e.g. music), with the country listed as a sub-heading or to look first under the country, with a topical sub-heading.
3. Discipline: Another context is the academic or professional one. Many topics are classified under particular social science disciplines. Familiarity with the Library of Congress classification scheme is most helpful. Teachers guiding research projects should own a copy of LC Classification Outline, Third Edition.
   a. Sample L C headings with call numbers:
      Social problems HN
      The Church and social problems HN 30-39
      Urban sociology HT 101-384
      Social classes HT 601-1445
   b. Note: Each of these categories has foreign subheadings. Also, the use of topical, country and academic contexts will usually result in locating data on specific countries. The use of only one context may lead nowhere. This is due to the poor quality of cross-classification material in many catalogues, bibliographies, etc.

C. Techniques for Literature Search

1. Course materials and foreign language professional literature refers to civilization course reading lists, bibliographies in textbooks etc. See Appendix C for a starter list of information sources relevant to France, Germany or Latin America-Spain. If possible guide student investigations into areas which build upon prior coursework.
2. Library Facilities - Part VI of this paper identifies and annotates the most functional library tools for the culture researcher.

3. Have students prepare the following materials before starting to write.
   a. Statement of Intention - At first blush this may seem superfluous. However by writing a page - or at least a substantial paragraph - about how interest in the topic developed and about what he expects to learn from the study, the student is alerted to the seriousness of research.
   b. A select bibliography (however brief). This helps to insure contact with library materials from the outset. Although such a bibliography may include both general and specific references, a specific interest should be evident here. If not, ask for a supplement when the interest has been identified.
4. Expect and encourage diverse bibliographic sources. Remember, culture cuts across disciplinary boundaries.

VI. An Annotated List of General and Cultural Reference Sources

A. Bibliographies

1. Annotated Bibliography of Selected Government Publications, Supp. 4, Western Michigan University, 1974.
   -Contains bibliographies on "Latino Mental Health"; National Directory of Latin Americanists; (entries under) The Federal Republic of Germany; Research and Information on Africa.

2. Theodore Besterman. World Bibliography of Bibliographies.
   -lists about 80,000 bibliographies on every conceivable subject.
   -does not include parts of larger words.
   -Altick (p. 167) suggests three steps in using Besterman: (a) copy Besterman's list for the topic (b) find the individual bibliographies mentioned therein (c) find the books they list.

3. Bibliographic Index
   -one good way to up-date Besterman.
   -concentrates on titles in the Germanic and Romance Languages.
   -is a subject list of books pamphlets and periodicals.

4. French Bibliography on the Social Sciences, Vol. 1, 1960 Paris: Fondation Nationale des Sciences Politiques.

5. Serial Bibliographies in the Humanities and Social Sciences. Ann Arbon, Michigan: The Pieran Press, 1969.

6. Sources of Information in the Social Sciences. Chicago: American Library Association, 1973.

7. World List of Social Science Periodicals. 3rd Ed. Paris: UNESCO, 1966.
   -13 pages of French social science journals with titles like Travail humain, Vie sociale etc.

8. World Culture Series. Human Relations Area Files
   -extensive collection of materials on many world cultures.
   -found in certain university libraries (Harvard, Yale, U. of Michigan, U. of Pittsburgh, etc.)
   -stresses primary documents, descriptive rather theoretical
   -unique card catalogue method for accurate and rapid retrieval of specific data on a given culture or topic.
   -A free brochure Function and Scope (of HRAF) may be obtained from HRAF, P.O. Box 2054 Yale Sta. New Haven, Conn.

B. Indexes, Guides, and Abstracts

1. Readers' Guide to Periodical Literature
   -an index of wide scope ranging from general to professional topics.
   -current highlights of a foreign culture are listed as sub-headings e.g. Spain: see also Architecture, Domestic-Spain; Censorship-Spain; Terrorism-Spain.
   -watch for the sub-heading "Bibliography," which opens a new universe of titles. Numerous references to bibliographies in journals like Current History.

2. Books in Print
   -if date of publication is unknown, consult this source.
   -contains authors' volume, titles' volume and directory of publishers (in rear of titles' volume).
   -titles' volume quite useful for keeping abreast of new cultural textbooks e.g. under "España," five books about Spain have been published since 1970.

3. Book Review Digest
   -an index to reviews of current fiction and non-fiction.
   -subject and title index appears at end of author entry section (towards the rear of each volume).
   -general topics like "education" are sub-divided by country.
   -important sub-headings under the name of a country: bibliography, civilization, social conditions.

4. Social Sciences Index
   -supersedes the Social Science and Humanities Index which ended in 1974.

-author and subject entries in the fields of anthropology, area studies, economics etc.
-a sample of journals indexed here: Africa Today, Current Anthropology, European Journal of Sociology, International Social Science Journal.
-Useful headings: cross-cultural conflict (studies), cultural differences, culture (plus a long list of "see also's") culture contact, cultural diffusion, culture shock.
-Countries often have a "social conditions" or "social classes" sub-heading.

5. (Library of Congress) Subject Headings. 1975.
-used by library cataloguers for preparing catalogue cards.
-headings are sometimes followed by "scope notes," which specify the range of subject matter and draw necessary distinctions between related headings.
-extensive cross references by means of "see also's" (sa)
Example: France - Description and travel: example under Geography; Travel
--Guide Books: example under references from Guide Books; Routes of Travel.

6. New York Times Index
-provides entry into all major news events, national and international.
-each entry includes a brief abstract of the news story.
-cross-references to names and related topics.
-extensive entires under "Language and languages".
-Latin American affaires listed under "American Nations."
-Important headings: CULTURAL RELATIONS; CULTURE (name of country).

7. The Wall Street Journal Index
-two-part structure: Corporate News and General News.
-good overviews of the economic condition of a country just by scanning the article headings.
-good for articles about the effects of the economy on social life.
Example of General News: "New Mood in Germany: Labor unrest and strikes once rare, become more frequent as workers push demands." 3/6 - 44; 1.

8. PAIS (Public Affairs Information Service)
-a weekly bulletin, listing by subject current books, pamphlets, periodical articles, government documents and other useful materials in the field of economics and public affairs.
-includes English-language materials from foreign countries.

-permits multi-cultural comparisons; each heading contains articles by country.

9. PAIS Foreign Language Index
   - -same topics as PAIS but materials are published in foreign languages.
   - -now covers materials in French, German, Italian, Portuguese & Spanish.
   - -Key to Periodical References includes publishers' addresses.
   - -Headings: acculturation, culture, social change, social conditions, social conflict. (see also conflict of generations).

10. Historical Abstracts
   - -Part II (Topics) contains abstracts which deal with two or more geographical areas.
   - -Part II Section 7: Social and Cultural History.
   - -Part III by area or country.

11. Sociological Abstracts
   - -Related headings: social psychology (sub-heading: personality and culture)
     culture and social structure
     social differentiation (social stratification; sociology of occupations & professions).
   - -articles from national and international sources.

12. Psychological Abstracts
   - -summarizes much of the world's scientific literature on psychology and related disciplines.
   - -25% of the entries were originally published in a foreign language.
   - -Cumulative Subject Index uses 4000 index terms in one alphabetic listing.
   - -Useful for assembling hard data about real vs. stereotyped attitudes and cross-cultural differences.

13. Library of Congress Publications in Print (annual every March)
   - -an invaluable list of governmental and federally funded material often available at a low cost and, occasionally, free.
   - -Sample items: A Guide to Soviet Bibliographies
     Hispanic Foundation bibliographical series (13 items in 1974)
     Newspapers in microfilm: foreign countries- $10.00

14. Monthly Catalog of United States Government Publications
   - -documents arranged by agency.
   - -includes only about 50% of all government documents.

C. Encyclopedias, Handbooks, and Yearbooks

1. (The New) Encyclopedia Brittanica (in 30 volumes) 15th Edition, 1974.
   - -a revolutionary work because of the separation of functions; a set of 10 volumes for reference and index functions (Micropaedia); an introductory volume or classification guide (Propaedia); and an outline of knowledge in 19 volumes (Macropaedia).
   - -Relevant Propaedia sections: Part Four Human Life (Division IV, Communication and Language; Division V, Aspects of man's daily life) Part V Human Society (Division I - Culture; Division II Social organization and social change) Part IX The History of Mankind (Division VII, The World since 1920).
   - -Micropaedia: short reference articles with references to other text articles.
   - -Macropaedia: long essays about countries; large (sometimes color) maps; bibliographies; thematic organization of knowledge with cultural descriptions within a theme (e.g. Dance, Western: Latin American and jazz dances)

2. The Encyclopedia Americana. International Edition
   - -More modest, more journalistic than Brittanica.
   - -Emphasis on humanistic culture of a country.
   - -Separate bibliography for each topic under a country.
   - -Index has entry for (social "class,") with breakdown for a number of countries; no entry for "social conditions".

3. The World Book Encyclopedia
   - -Although intended for children, it has excellent color pictures of foreign countries, and a section about the people e.g. Argentina/The People (Shelter, Food, Clothing, Religion, Education, Recreation).
   - -Very basic, very attractive (good for culture classes in English).

4. Handbook of Latin American Studies. Cambridge, Mass.: Harvard University Press, 1936--.
   - -a selective guide to research material on anthropology, art, education, folklore, geography, government, social welfare, etc.
   - -subject and author index.
   - -alternates annually between humanities and social sciences.

5. Encyclopedia of Latin America. ed. by Helen Delpar. New York: McGraw Hill, 1974.
   - -designed as a comprehensive reference book on the history, economics, politics, arts, and "other aspects of Latin America; self indexed alphabetically.

6. Yearbook of International Organizations. 15th Edition. Brussels: Union of International Associations, 1974.
   - reveals little known cultural organizations e. g. French-Language Cultural and Technical Union.

7. Europa Yearbook. London: Europe Publications Ltd., 1946-- (annual) 2 vols.
   - particularly valuable for international organizations and individual European countries.
   - includes data on political and judicial systems, press and radio, publishing, trade, tourism and the diplomatic corps.

8. Political Handbook and Atlas of the World. New York: Simon & Schuster, 1970.
   - basic demographic, economic and political facts about every nation.
   - UNIQUE FEATURE: information on political leanings of the news media.

9. Brittanica Book of the Year
   - news events of the year by country, area, and topic. e. g. world overview of football; crime (world-wide).
   - feature articles: special reports.
   - comparative studies e. g. under "Cities and Urban Affairs" in 1974, the urban problems of five cities are compared (Moscow, Paris, London, Tokyo and New York).

10. The Americana Annual
   - similar to Brittanica Book of the Year.
   - quality and style of articles more variable.

11. The World Almanac. New York: Newspaper Enterprise Assn.
   - an annual compendium of events and statistics
   - general index sample: agencies (United Nations); flags of the world (in color); Germany 9 A. D. to 1933; postal information (international rates); time (cities of the world;) world's cities (languages, rulers, fairs).
   - under each country: capital, area, population, monetary unit, history, government, education and religion, defense (armed forces).

12. Facts on File: World News Digest With Index. New York: Facts on File Inc. --.
   - under each country: general news, economy and labor, foreign relations, obituaries, sports.
   - special topics for each country e. g. Germany: Berlin, espionnage, Soviet relations; Spain: Church developments, press and censorship, unrest.
   - good source for occasional foreign human interest stories.

D. Biographical Sources

1. Websters Biographical Dictionary. Springfield, Mass.: G. & C. Merriam Co., 1972.
   -brief sketches of persons from all walks of life and from every nation.

2. Chambers's Biographical Dictionary. New York: St. Martin's Press, 1968.
   -more internatinnal than Webster's.
   -concise; includes studies about figures.
   -subject index categories: art and architecture, cinema, exploration and geography, history, literature and drama, music, etc.

3. Biography Index. The H. W. Wilson Company, 1974.
   -a guide to biographical material appearing in periodicals; includes obituaries, collection of letters, diaries, memoirs and bibliographies.
   -under "Index to Professions & Occupations" authors composers, generals, government officials, painters & sculptors have national sub-headings.

4. Current Biography. New York: The H. W. Wilson Co., 1940 to date.
   -annual emphasis on 350-400 international personalities.

5. Who's Who in France (Qui est Qui en France). Paris: Editions Jacques Lafitte, 1973.

6. Wer Ist Wer? Societäts-Verlag Frankfurt am Main, 1973.

7. Who's Who in Latin America. ed. by Ronald Hilton. 3rd Edition. Detroit: Blain Ethridge Books, 1971.

E. Directories

1. Encyclopedia of Associations. Detroit: Gale Research Co., 1975
   -over 100 pages of cultural organizations, many of international scope.
   -chamber of commerce section includes foreign entries.
   -public affairs section includes world affairs organizations.

2. Newspaper Press Directory. Colliers Wood, Eng.: Benn Bros. Ltd., 1974.
   -about 1/3 devoted to world press information (alphabetical by country).

3. Ulrich's International Periodicals Directory. New York: R. R. Bowker Co., 1973.
   - -key to subjects in English, French, German, and Spanish.
   - -periodicals classified by topic (e.g. hobbies, hotels and restaurants, etc.).
   - -general interest periodicals have national sub-headings.

4. Willing's European Press Guide. New York: R. R. Bowker Co., 1968.
   - -gives addresses and subscription rates for all European press publications (newspapers, magazines, etc.)
   - -special section on culture publications, pp. 155-161.

F. Government Documents

United States Government Organization Manual

- -describes the origin and purpose of each government agency, including names, addresses and phone numbers of agencies and personnel.
- -index headings of potential use to foreign culture researchers: Bureau of African Affairs, Visitor Information, Dept. of Interior (foreign language literature for foreign visitors), Interamerican Foundation, International Information Activities, U. S. National Commission for UNESCO, etc.

Appendix A

Interview with Mr. Cliff Hamrick, Reference Librarian at West Virginia University. Time: Approximately 15 minutes

Question: What advice would you give to a student looking for information about a foreign country or its culture? In other words, what strategy should he adopt in making use of the library?

"Well if he didn't have a specific question to be researched, I would have him use the card catalogue under the name of the country. In using the catalogue he should choose the latest books. And if he in unfamiliar with writers on the country and its culture he might use Bookman's Glossary, now called The Reader's Adviser: A Layman's Guide. This will put him onto authorities in the field.

"He might also branch out from bibliographies in the books found in the card catalogue. He should then go on to periodical literature using first the Readers Guide to Periodical Literature, then the more specialized indexes like the Social Science and Humanities Index, PAIS Foreign Language Index, Art Index etc. He should look at general reference books and any special bibliographies about his subject. If he wants to be systematic and thorough in using these materials he might first consult General Encyclopedias in Print 1973-74 and Besterman's Bibliography of Bibliographies.

As he gets ideas for a more specific topic he should look carefully at the Library of Congress Subject Headings. We also have books by Europa on foreign areas which include current statistics and a good bibliography at the end. It also has an Annual Supplement. Also, particular organizations and professions have yearbooks.

"For a report on world events with an admittedly British slant we have Keesing's Contemporary Archives. Facts on File is an American counterpart. The Political Handbook and Atlas of the World is a reference book with a governmental emphasis but one particular feature is interesting - it gives the political leanings of the countries major newspapers.

End of Interview.

Appendix B: Exploiting the cultural content of travel books

I. Travel books convey the following kinds of cultural (small "c") information in addition to the expected geographical data:

1. Comments on the culture (some more than others)
2. Customs to watch out for
3. Currency - exchange rates
   Banking hours
4. Pointers or tips (e.g. get a 6-language money folder at incoming Customs - Fielding)
5. Dialects
6. Food and menu descriptions (including etiquette)
7. Survival rules for evening entertainment
8. Taxi usage (and avoidance)
9. Cars and motoring
10. Trains - schedules, reservations. Fielding- "French trains run on the left, except in Alsace. When you see a locomotive loom up on the 'wrong' track at 70 mph, it'll probably scare the hell out of you." Fielding's Travel Guide to Europe 1974, p. 453.
11. Drinks (how to and how not to, e.g. hold the wine glass)
12. Curious new facts - e.g. Don't collaspse if you now see French wine in tin cans - Fielding.
13. Things to buy (and not to buy)
14. Changes in the cost of living (if you were there five years ago you're in for a big surprise).

II. Sample Travel Document - Source: American's Tourist Manual for the U.S.S.R., Newark, N.J.: International Intertrade Index, 1973.

MEMO

DO'S

Bring some giveaways, pins, buttons, postcards, stamps, etc.
Bring plenty of film, roll types may be scarce.
Use a comfortable pair of shoes, there's plenty of walking.
Bring a sink stopper (universal flat type). Seldom available.
Bring your own soap for best washing.
Learn a few words of Russian and carry a phrase book.
Wash and peel all raw fruit and vegetables before eating.
Bring special medicines you need especially for diarrhea.
Always carry a pocket notebook for taking notes.
Have plenty of paper tissues, they are useful.
Expect the hotel to hold your passport for several days.

DONT'S

Bring in any Soviet currency, it is strictly forbidden.
Take pictures from planes, trains or of bridges, etc.
Get too much sun if staying in the Crimea.
Expect elevator service down if less than three floors.
Take pictures of people without their permission.
Wear shorts or bathing suit in the streets.
Drink tap water in the smaller towns.
Give tips, it may be considered an insult.
Become exhausted or frustrated, rest up for a while.
Lose your patience -- keep a chipper attitude -- avoid arguments.

III. Cultural Exercises Using Travel Books (for teachers or students)

A. (Based on the document above) Write a six-line dialogue based on a problem or situation in "Memo"

B. Use the situations in "Memo" as a basis for creating five culture assimilators (if unfamiliar with assimilators, see Seelye's Teaching Culture.

C. Read a standard travel guide on (any country) and make a list of things to bring.

D. Read the travel guide and make a list of behavioral do's and don'ts for future travelers.

E. Plan a three week itinerary for a trip to _____. Outline places to be visited, means of transportation, food and drinks, and tourist attractions "in sito".

F. Read the travel guide and make a list of important information. (Optional exercise. Write to _____ organizations for free tourist information.)

G. Questions based on Fielding's Guide to the Caribbean

1. While visiting Haiti what can you expect to find at Cap Haïtien? (Fielding's Guide to the Caribbean)
2. You're staying at a hotel in Haiti. Should you tip the maid?
3. What service will Sister Ann Marie perform for you? Where can she be found?
4. Is there a dress code for tourists in Haiti?
5. Why do the Tonton Macontes dress in black and wear dark glasses? (the traditional costume of Baron Samedi, the most dreaded of voudou gods)
6. What good buys can be had in Haiti? Plan a shopping trip.

H. Questions based on Fodor's Mexico.

1. State one reason for not sending a package to a Mexican friend.
2. Where can you get stamps in Mexico?
3. If you bring a shirt to a laundry in Mexico what instruction should you give the shopkeeper?
4. What social classes tend to pass up the siesta? Why?

5. You have invited a Mexican to lunch. Afterwards he wants to pick up the check. Should you let him? Why?
6. Using the "tourist vocabulary" in the appendix of Fodor's Mexico prepare a 4-line dialogue for each of the categories given (general, calendar, time, numbers, hotel, restaurant, breakfast, lunch and dinner, mail, getting around, shopping)

Appendix C: A Starter List of Cultural Sources

I. France and Francophone Areas

A. Books

Lawrence Wylie and Armand & Louise Bégué. Les Français Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1970.

B. Journals

The French Review; Le Français dans le monde; Contemporary French Civilization (first issue fall of 1976)

C. Magazines

L'Express; Paris-Match; Elle; Charlie Hebdo; Le Nouvel Observateur.

D. Newspapers

Figaro; Le Monde; Le Canard Enchaîné; local French papers for regional accents, human interest stories and special features, e.g. Le Petit Bleu (Agen).

E. Bibliographies

Bibliography of Recent Works in French (a French and European Publication).

Howard B. Altman and E. A. Frechette. Culture and Civilization: A Bibliography for Teachers of Foreign Languages, ERIC.

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- good picture magazine; covers many areas of German life.

Spiegel. Spregel-Verlag Brandstweite, 19 Ost-West-Str. 2 Hamburg 11, W. Germany.
- somewhat similar to Time

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- somewhat similar to Life but sometimes sensational.

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